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ABSTRACT

This manual presents the trainee's workbook and the trainer's guidelines for the fifth of six modules in a teacher inservice series developed to promote the unified effort of both regular and special education personnel in understanding and applying nationally recognized practices to implement fully inclusive education for students with diverse learning abilities and disabilities. Module 5 is on skills for involving nondisabled peers in the inclusive education setting. The trainee workbook is in the form of 24 transparency masters and 3 activities which provide information and practice on peer involvement objectives, informal assessment procedures, direct observation, event and duration recording, peer tutoring arrangements and guidelines, a peer tutor training model, designing cooperative learning groups, and lesson plans for cooperative learning groups. Appendices offer questionnaires and a sample peer tutor script. The manual for trainers offers specific objectives and suggested comments keyed to each of the transparencies, addressing the topics of planning for peer involvement, peer tutors, and cooperative learning. A pre/posttest is also included. (DB)

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An Instructional Series

**Innovative Practices that Support
Students with Diverse Learning
Abilities in Neighborhood Schools**

Building Inclusive Schools

MODULE **5** Peer Involvement

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Kansas University
Affiliated Program



Module 5

Peer Involvement: Skills for Involving Nondisabled Peers in the Inclusive Education School

Trainee Workbook

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Kansas Project for the Utilization of Full Inclusion Innovations
for Students with Severe Disabilities

The Purpose of this Series

This series will: 1) promote the widespread use of promising, nationally recognized practices advocating fully inclusive education for students with diverse learning abilities in their neighborhood schools, and 2) provide an instructional package that promotes these promising practices through the unified effort of both regular and special education personnel.

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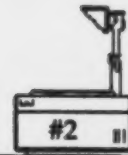
Peer Involvement Objectives

The trainee will . . .

identify components of peer interactions.

design training for nondisabled peers in tutoring techniques.

design cooperative learning lessons that include students with diverse learning abilities.

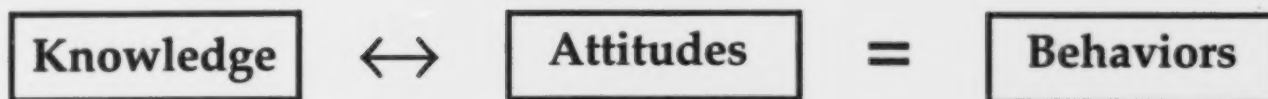


Peer involvement is . . .

the planned participation of students with out disabilities in the instructional and social life of peers with diverse learning abilities.

Building a Foundation for Acceptance

Realistic Acceptance of Individual Differences



What students
know about
individuals with
diverse learning
abilities

What students
perceive about
individuals with
diverse learning
abilities

How students
interact with
individuals with
diverse learning
abilities





Informal Assessment Procedures

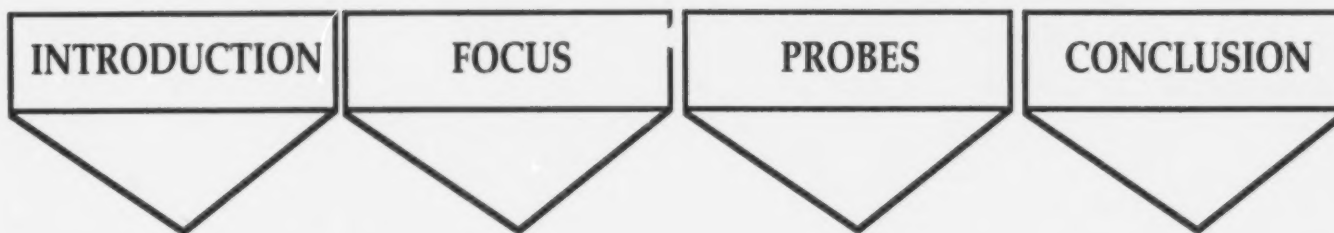
Interviews

Questionnaires

Direct observations

10

The Interview Process



* Establish rapport

* Set atmosphere

* Become familiar

* Establish a purpose

* Set direction

* Collect information

* Clarify responses

* Discuss issues

* Summarize data

* Plan instruction

Source: Adapted from Guerin, G., & Marer, S. (1983). Informal assessment in education. Palo Alto, CA: Mayfield Publishing Co.



Questionnaires

Forced choice

Open ended

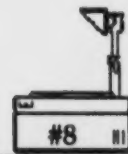


Direct Observations

Event recording

Duration recording

Narrative recording



Event Recording

Student: *David*

Observer: *M. Smith*

Behavior Observed: *number of peer interactions in computer class*

B A S E L I N E	Date	Time		Occurrences	Total
		Start	Stop		
	10/2	8:15	8:30	///	5
	10/3	8:15	8:30	///	3
	10/4	8:15	8:30	/// 1	6
		X occurrences			4.6 min.

I N T E R V E N T I O N				



Duration Recording

Student: *David*

Observer: *M. Smith*

Behavior Observed: *number of minutes of interactions in computer class*

B A S E L I N E	Date	Time		Length of Occurrence	Comments
		Start	Stop		
	<i>10/15</i>	<i>8:15</i>	<i>8:17</i>	<i>2 min.</i>	<i>wanted computer</i>
		<i>8:20</i>	<i>8:23</i>	<i>3 min.</i>	
		X Length occurrences		<i>2.5 min.</i>	

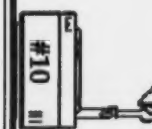
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I
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N

Narrative Recording

Student: David Observer: M. Smith

Date: 10/24 Time: 8:15 am - 8:20 am

Before	During	After
8:15 Mrs. Smith was helping another student with a computer.	David was quietly sitting at the computer table with his group.	
8:16	David got up, walked to Mrs. Smith and pulled on her sleeve.	Mrs. Smith said, "I'm helping Alex's group now. Ask your group monitor for help".
8:17	David returned to his group. He did not interact with	Mrs. Smith turned toward David's group.
8:20 Mrs. Smith walked toward David's group (she was finished with Alex's group).	Gail asked a question.	Mrs. Smith turned to answer Gail's question.
8:21	David got up and walked to Mrs. Smith.	Mrs. Smith said, ask your monitor
8:22	David returned to the group, did not interact with the monitor	





Design an Assessment Tool

Directions: Using the Problem Solving form provided and the narrative description of peers, Appendix D, design an assessment tool that will help a teacher or team determine the instructional needs of potential peer tutors. An example is provided in Appendix E.

1. **The Problem/Purpose:** *Write the problem in general terms.*

2. **Analyze/Clarify the Problem.** *Rewrite the problem in the form of a question*

3. **Explore Alternatives:** *Brainstorm _____ minutes*

1.	5	Consensus Forming (indicate by #)
2.	6.	
3.	7	
4.	8.	
		1.
		2.
		3.

4. **Select a Strategy:** *Briefly describe the plan of action.*



5. Clarify the Strategy: *Describe each aspect of the plan.*

What:

*Strategy to
be Taken*

*Person
Responsible*

*Begin/End
Dates*

Where

6. Implement the Strategy: *Report outcome of plan.*

Next meeting: _____ (date) _____ (time)

Comments:

7. Evaluate the Outcomes: *Describe each aspect of data collection.*

What:

*Data to
be Taken*

*Person
Responsible*

*How
Often*

Where



Peer tutoring is . . .

one to one instruction on a particular topic or assignment by a classmate or fellow student.



Peer Tutoring Arrangements

Class wide same age tutors

Cross age tutoring

Peers with disabilities as tutors



Peer Tutor Guidelines

Compliance

Regular attendance

Age appropriate interests

Positive history

Willing to participate

Source: Adapted from Strain, P.S., & Odom, S.L. (1986). Peer social initiations: Effective intervention for social skills development of exceptional children. Exceptional Children, 52, 543-551.



Peer Tutor Training Model

Model tutoring

Guided practice

Supervised practice

Training

Evaluation



#2



Peer Tutor Script

Materials:

Session Length _____ Location _____ Time Begin/End _____

Tutor Script:

Reinforcement:

Correction Procedure:

Evaluation Procedure:

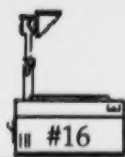


Structuring Learning Opportunities

Cooperative learning

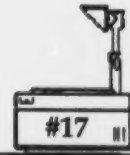
Individualized learning

Competitive learning



Cooperative learning is . . .

an instructional strategy where students work in small, mixed ability groups and are responsible for their groupmates' learning as well as their own.



Designing Cooperative Learning Groups

Record group lesson goal

Choose students for group membership

Assign roles

Record individual goals

Determine materials needed

Target interpersonal goals

Collect and analyze data

Comment and make recommendations

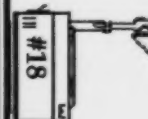
Lesson Plan for Cooperative Learning Group

Student: _____ Grades: _____ Lesson date(s): _____

Group Lesson Goal: _____

Group	Role	Individual Goal	Data

Materials	Interpersonal Goals	Comments



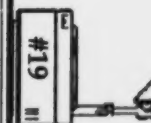
Lesson Plan for Cooperative Learning Group

Student: English/Spelling Grades: 7th Lesson date(s): every Thursday

Group Lesson Goal: Using pre-identified vocabulary words, students will achieve a 30% increase over pretest spelling score.

Group	Role	Individual Goal	Data
1. Mary	helper	correctly spell 19/20 words (95% accuracy)	Posttest = 100%
2. Jonathon	reader	correctly spell 17/20 words (85% accuracy)	Posttest = 90%
3. Cindy	encourager	correctly spell 19/20 words (95% accuracy)	Posttest = 95%
4. David	recorder	point to 8/10 words (80% accuracy)	Posttest = 80%

Materials	Interpersonal Goals	Comments
vocabulary lists	taking turns	10/15/9- this group is working well
markers	talking quietly	10/20/9- need to change roles
data sheet	+ reinforcing all group members	
pencil/paper		



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pencil/paper		



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markers	talking quietly	10/20/9- need to change roles
data sheet	+ reinforcing all group members	
pencil/paper		

#22



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Materials	Interpersonal Goals		Comments
vocabulary lists	taking turns		10/15/9- this group is working well
markers	talking quietly		10/20/9- need to change roles
data sheet	+ reinforcing all group members		
pencil/paper			



Lesson Plan for Cooperative Learning Group

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4. David	recorder	point to 8/10 words (80% accuracy)	Posttest = 80%

Materials

vocabulary lists

markers

data sheet

pencil/paper

Interpersonal Goals

taking turns

talking quietly

+ reinforcing all group members

Comments

10/15/9- this group is working well

10/20/9- need to change roles



Lesson Plan for Cooperative Learning Group

Student: _____ Grades: _____ Lesson date(s): _____

Group Lesson Goal: _____

Group	Role	Individual Goal	Data

Materials	Interpersonal Goals	Comments





References

- Guerin, G., & Maier, S. (1983). Informal assessment in education. Palo Alto, CA: Mayfield Publishing Co.
- Johnson, D.W., & Johnson, R. (1987). Joining together: Group theory and group skills (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Putnam, J.W. (1993). Cooperative learning and strategies for inclusion: Celebrating diversity in the classroom. Baltimore: Paul H. Brookes Publishing Co.
- Stainback, S., & Stainback, W. (1985). Integrating students with severe handicaps into regular schools. Reston, VA: The Council for Exceptional Children.
- Strain, P.S., & Odom, S.L. (1986). Peer social initiations: Effective intervention for social skills development of exceptional children. Exceptional Children, 52, 543-551.



Interview Format

Purpose: To determine why Joannie isn't included in recess activities with Suzie, Kate, and Meagan.

T Suzie, I've noticed that you play with Kate and Meagan everyday at recess. Do you enjoy playing with them?

S Yes. We have fun together. We also play together after school cause we live on the same street.

T Joannie also lives on your street. Do you play with her when you are at home?

S No, we don't. We don't play with her here or at home.

T Is there a reason you don't play with her?

S We don't like her.

T What don't you like about her?

S A bunch of things. Kate and Meagan don't like her either.

T Is it because she has trouble playing some of the games you like to play?

S No, we all don't always play the games right.

T Is it because she has trouble telling you in words what she is thinking?

S No, we usually can figure out what she wants us to know.

T O.K., then tell me exactly why you don't like her.

S Because she always brings her little sister with her.

Forced Choice Questionnaire

Older

1. How well is (student's name) liked and accepted by other students?

1	2	3	4	5
very	unpopular	unknown	popular	very
unpopular				popular

2. Would you like to meet (student's name)?
Yes_____ No_____

Younger Students

Picture

1. Do children like _____ (read by the teacher)?

Yes Don't Know No

2.   

I would like to (play, eat lunch, go to a party) with (student's name). (Read by teacher).



Appendix C

Open-Ended Questionnaire

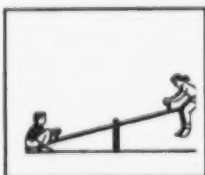
Older

1. Being around (student's name) makes me feel

2. When I see (student's name) I usually

Younger

1.



When I see (student's name) on the playground, I want
to _____

2.



Sitting next to (student's name) make me _____



Narrative Descriptions of Peers

The following are brief descriptions of five students being considered for peer involvement training.

- Mary* (the teacher's pet): is 11 years old and is currently in the 6th grade. She is interested in sports and plays on the school basketball and softball teams. She also plays the piano. She is an above average student academically. She loves to read. She is sometimes described as the "teacher's pet" because she is always doing things for the teacher.
- John* (the quiet, artistic type): is 12 years old and is currently in the 6th grade. He is the president of the Art Club. He enjoys drawing and sculpture. He make average grades in academic subjects. John's best friend is Fred. John's youngest brother has Down Syndrome.
- Fred* (the computer wizard): is 12 years old and is currently in the 6th grade. He spends part of every other day participating in the gifted program. Fred is a "straight A" student. He has his own computer at home and enjoys "cruising the information highway." He has been teaching John how to use a new computer drawing program.
- Larry* (the class clown): is 11 years old and is currently in the 6th grade. Larry is a very bright young man, however, his grades are inconsistent. He loves to participate in class discussions and seems to always have some information or comments to contribute. He likes to make the class laugh, but sometimes this gets Larry into trouble with his teacher.
- Jane* (the most popular girl in class): is 12 years old and is currently in the 6th grade. Jane is well liked by the class. Her academic grades are A's and B's. She makes friends easily, and as a result, has a lot of friends. When students in the class have problems, they usually confide in Jane.



Design an Assessment Tool

1. The Problem/Purpose: *Write the problem in general terms.*

prepare students to be peer tutors

2. Analyze/Clarify the Problem. *Rewrite the problem in the form of a question*

How to determine the instructional needs of potential peer tutors in terms of social and academic involvement with students with diverse learning abilities

3. Explore Alternatives: *Brainstorm (10 mins) minutes*

- | | |
|-----------------------------|----|
| 1. Interview students | 5 |
| 2. Ask for teacher input | 6. |
| 3. Observe student behavior | 7 |
| 4. Questionnaire | 8. |

Consensus
Forming
(indicate by #)

1. # 1
2. # 3
3. # 4

4. Select a Strategy: *Briefly describe the plan of action.*

Teacher with interview potential peer tutors.



5. Clarify the Strategy: Describe each aspect of the plan.			
What:			
Strategy to be Taken	Person Responsible	Begin/End Dates	Where
1. Determine questions to be asked	classroom teacher	9/7/94	classroom (planning period)
2. Get parent permission	paraprofessional	9/8/94	send letter home
3. Set up interview schedule	paraprofessional	9/12/94	in classroom
4. Conduct interviews	classroom teacher	as schedules 9/15 - 9/20	in teachers lounge
6. Implement the Strategy: Report outcome of plan.			
Next Meeting: <u>9/30/94</u> (date), <u>10:40</u> (time), <u>teacher's lounge</u> (place)			
To be completed at meeting			
7. Evaluate the Outcomes: Describe each aspect of data collection.			
What:			
Data to be Taken	Person Responsible	How Often	Where
Interview Mary, Larry, John, Jane, and Fred	classroom teacher	pretest (date) scheduled posttest (date) two weeks later	teacher's lounge



Appendix F

PEER TUTOR SCRIPT

Performance: keeping a running total of the dollar amount of grocery items using the "dollar up" method

Materials: two calculators
data collection form
pencil

Session Length: 10 minutes **Location:** grocery store **Time/Begin/End:** 10:00 to 10:10

Tutor Script: "This (grocery item) cost \$1.45. The next dollar value of \$1.45 is \$2.00. "

"Now I want you to say it with me."

*The student and the tutor should say, "the next dollar value of \$1.45 is \$2.00."

"What is the next dollar value of \$1.45?"

*The student responds with, "\$2.00". "Yes the next dollar value is \$2.00."

"Now I'm going push the 2 button on my calculator. I want you to push the 2 button with me."

*David should push the 2 button on the calculator.

"Now I want you to push the 2 button on your calculator."

*The student should push the 2 button on his calculator. Say to David, "Good."

"Now I'm going to push the plus sign button on my calculator. Push the plus sign button with me. "

*David should push the plus button with the tutor. Look at David and say,

"That's right, you pushed the plus sign button on the calculator."

"What do you need to do next?"

*The students responds, "Push the plus button."

*The student pushes the plus button on his calculator.

Continue the sequence with the next item.

If the student fails to repeat after the model, repeat the question.

If the student provides an incorrect response on the second trial move to the next item.

Reinforcement: Praise David each time he responds correctly response, saying, "Good job David."

Correction procedure: When the David is off task (for more than 30 seconds) redirect him back to the task by saying, "David, what do you need to do next?"

Evaluation procedure: Tally the number of correct and incorrect responses

Sample IEP

INDIVIDUALIZED EDUCATION PROGRAM

<u>Student</u>	<u>Committee</u>	Initial Date: <u>9/15/9-</u>
Name: David	Mrs. Wrens	Principal
School: Adams	Mrs. Snow	Regular Teacher
Grade: 7	Mr. LaJoie	Counselor
Date of Birth: 4/3/83	Mr. Thomas	Resource Teacher
Age: 12	Mrs. Ryan	Psychologist
	Ms. Long	Speech/Lang. Pathologist
	Mrs. M.	Mother
	David	Student
	Mr. Green	Physical Therapist

Current Placement: Regular Classroom

IEP from 9/15/9- to 9/15/9-

<u>Present level of Educational Functioning</u>	<u>Annual Goal Statements</u>	<u>Instructional Objectives Objective Criteria and Evaluation</u>
---	-----------------------------------	---

1.0 Domestic
Strengths

- *makes bed with supervision
- *puts dirty clothes in hamper
- *sets table at night

Weaknesses

- *bathing and washing hair independently
- *taking out the trash
- *dusting and sweeping

David will take the trash out independently.

1.1 After dinner Mom or Dad will prompt David by saying, "Time to take out the trash". Mom or Dad will then model the task (tie the bag, remove it from the trash can, take it out to the dumpster, then put a new bag in the trashcan) for one week.

1.2 After dinner David will take out the trash with prompts and supervision of Mom or Dad for 1 week.



Present level of Educational Functioning	Annual Goal Statements	Instructional Objectives Objective Criteria and Evaluation
		1.3 After a prompt from Mom or Dad, David will take the trash out after dinner without supervision for 1 week 100% of the time.
		1.4 David will independently take out the trash after dinner 100% of the time.
<u>2.0 Community</u>		
<u>Strengths</u> *enjoys going to the grocery store *enjoys going to the movies *is usually well behaved *enjoys taking walks	David will respond to traffic signs appropriately before crossing the street.	2.1 David will stop at the intersection facing the signal and repeat the peer or adult modeling either, "green means go" or "red means stop", depending upon the signal. The adult or peer will then cue him to go on green 9 out of 10 trials.
<u>Weaknesses</u> *responding to traffic signals *reading street signs with numbers *locating items verbally related to him *reading items from a short list *handling money		2.2 David will stop at the intersection facing the signal and tell the adult or peer with him, "red means stop" or "green means go". The partner will then cue him to look for traffic and proceed through the intersection 9 out of 10 trials.
		2.3 David will stop at the intersection facing the signal, tell his partner when the signal is green and prompt his partner to look for traffic and proceed through the intersection 9 out of 10 trials.



Present level of Educational Functioning	Annual Goal Statements	Instructional Objectives Objective Criteria and Evaluation
--	------------------------	--

		2.4 David will stop at the intersection, look at signal, look for traffic , and proceed through the intersection when appropriate, with supervision of a partner 9 out of 10 trials.
	David will locate items that are verbally relayed to him when grocery shopping with an adult or peer (i.e., "David, get me the milk.")	2.5 When a partner verbally asks David to get an item he/she is pointing at, David will repeat the name of the object he is suppose to get 100%of the time. (item is within view)
		2.6 David will repeat the name of the item verbally and get the item while the partner is touching or pointing to the item 100% of the time. (item is within view)
		2.7 David will repeat the name of the item and retrieve it 100% of the time. (item is within view)
		2.8 Davids will repeat the name of the item verbally relayed to him and retrieve it 100% of the time. (item is not in view)



Present level of Educational Functioning	Annual Goal Statements	Instructional Objectives Objective Criteria and Evaluation
3.0 Math		
<u>Strengths</u>		
*Can discriminate letters from numbers	David will discriminate between dollars and coins.	3.1 When presented with a dollar bill and a coin, David will point to the dollar bill 9 out of 10 trials.
*Knows numbers 1-10		3.2 David will name the coin presented 9 out of 10 trials.
*Knows value of numbers 1-10		3.3 David will discriminate between coins when presented in pairs 9 out of 10 trials.
<u>Weaknesses</u>		
*Does not legibly write numbers.	David will legibly write his numbers from 1-9.	3.4 David will discriminate between coins when presented in pairs 9 out of 10 trials.
*Does not add single digits.		3.5 David will copy the phone numbers of his immediate family (parents, brother, and grandparents with 2 or less erasures.
*Does not discriminate coins from dollars, or coins from other coins.		3.6 David will independently write his phone number with 2 or less erasures.



Present level of Educational Functioning	Annual Goal Statements	Instructional Objectives Objective Criteria and Evaluation
--	------------------------	--

4.0 Socialization/Communication Skills/ Related Skills

Strengths

- *Good eye contact
- *Affectionate toward others

David will appropriately greet adults and classmates.

- 4.1 When greeted, David will respond by saying, "Hi, _____ (person's name), instead of hugging the person in all circumstances (100% of the time).

Weaknesses

- *Inappropriate greetings
- *Unable to make choices independently.

David will make choices independently.

- 4.2 When given a choice of classroom cleanup duties, David will choose which duty he wants to do 4 out of 5 times per week

- 4.3 David will choose what he would like to eat from the lunch menu 4 out of 5 items per week.

5.0 Vocational

David will prepare cards or letters

- 5.1 David will insert the letter or card, seal the envelope, and stamp the envelope with assistance of an adult or peer 10 out of 10 trials.

Strengths

- *Completes assigned chores with assistance

- 5.2 David will insert the letter or card, seal the envelope, and stamp the envelope with supervision with 100% accuracy.

Weaknesses

- *Does not demonstrate many "related social skills"

- 5.3 David will insert the letter or card, seal the envelope and stamp the envelope independently with 100% accuracy.





Pretest

Directions: Circle T if the answer is true or F if the answer is false.

1. T F When selecting a student for training as a peer tutor, the first priority to considered is that the candidate has no prior history with target student.
2. T F If students with diverse learning abilities are in the same classroom as nondisabled students, friendships will develop naturally.
3. T F Questionnaires are not useful tools in assessing nondisabled peers attitudes and knowledge of their peers with diverse learning abilities.
4. T F Students who receive instruction from peer tutors show significant academic gains, enhanced self-esteem, and develop positive social skills.
5. T F Any nondisabled student is potentially a good choice for becoming a tutor to a peer with diverse learning abilities.
6. T F Students who are to become peer tutors need adequate training before embarking on a peer tutoring program.
7. T F Teachers should use every available opportunity to engage students in competitive learning situations.
8. T F Students who work together in cooperative learning groups should work independently of each other if group goals are to be achieved.
9. T F. One of the elements of cooperative learning is positive interdependence.
10. T F Direct observation is the most useful method of assessing students' attitudes.

Trainee Notes



Module 5

Peer Involvement

Building Inclusive Schools

***Innovative Practices
that Support Students with
Diverse Learning Abilities
in Neighborhood Schools***

Developed by the
Kansas Project for the Utilization of Full Inclusion Innovations
for Students with Severe Disabilities

The Purpose of this Series

This series will: 1) promote the widespread use of promising, nationally recognized practices advocating fully inclusive education for students with diverse learning abilities in their neighborhood schools, and 2) provide an instructional package that promotes these promising practices through the unified effort of both regular and special education personnel.

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Module 5

Peer Involvement: Skills for Involving Nondisabled Peers in the Inclusive Education School

Trainer Guidelines

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1.0 Overview

1.1 Objectives



Peer Involvement Objectives Page 1 - Trainee workbook

☐ The trainee will . . .

identify the levels of peer instruction leading to peer acceptance.

use appropriate peer training models to design training for nondisabled peers in tutoring techniques.

design cooperative learning to include students with diverse learning abilities.

1.2 Pretest

Optional - See Pre/posttest Section

T#1

Peer Involvement Objectives

The trainee will . . .

identify the levels of peer leading to peer acceptance.

use appropriate peer training models to design training for nondisabled peers in tutoring techniques.

design cooperative learning to include students with diverse learning abilities.



T#2

Peer involvement is . . .

the planned participation of students without disabilities in the instructional and social life of their peers with diverse learning abilities.

2.0 Planning for Peer Involvement

2.1 Definition of Peer Involvement



T#2 Peer Involvement is . . .
Page 2 - Trainee Workbook

- ☐ *Peer involvement is the planned participation of students without disabilities in the instructional and social life of their peers with diverse learning abilities.*
- ☐ *In the past, many students with diverse learning abilities were isolated from their peers in institutions, segregated schools and/or classrooms.*

Opportunities to interact for students with diverse learning abilities with students without disabilities, therefore, were limited.

- ☐ *Including students with diverse learning needs in typical schools has required educators and parents to consider how they view the education of all students.*
- ☐ *One promising change made by many inclusive schools is structuring opportunities for students with and without diverse learning abilities to be involved socially as well as instructionally.*
- ☐ *Before planned participation of students without disabilities in the social and instruction of their peers with diverse learning abilities can*



occur, knowledge of current interaction patterns should be determined.

- ☐ What target students know (**knowledge**), believe (**attitudes**) and how they act (**behaviors**) toward students' with diverse learning needs will determine what information and experiences should be included in a peer involvement training program.

2.2 Components of Building Involvement



Building a Foundation for Acceptance Page 3 - Trainee Workbook

- ☐ Three things to consider when designing systematic involvement of students with and without diverse learning abilities include:

Knowledge
Attitudes
Behaviors

- ☐ Knowledge

What students **know** about individuals with diverse learning abilities.

Knowledge impacts social and instructional interactions.

It is important to provide students with information that will facilitate positive interactions.

Building a Foundation for Acceptance

Realistic Acceptance of Individual Differences

Behaviors

=

Attitudes

↔

Knowledge

How students interact with individuals with diverse learning abilities

What students perceive about individuals with diverse learning abilities

What students know about individuals with diverse learning abilities

T#3



Students need information to help them understand how similar ALL students are in feelings, emotions, likes, and dislikes.

☐ *Attitudes*

*What students **believe** about individuals with diverse learning abilities.*

The attitudes nondisabled students have regarding their peers with diverse learning abilities will be impacted by what they know.

Care should be taken to examine the attitudes individual students without disabilities have towarded individual students with diverse learning abilities.

Information regarding how groups of individuals feel about other groups of individuals is not useful in planning student involvement strategies.

In addition, how realistic the attitudes of nondisabled students are may be directly related to their personal knowledge of and experiences with their peers with diverse learning abilities.

A student without direct experience may believe that Jeff, a student with severe mental retardation, could be his/her most confidential friend only later to be disappointed that this friend could not share confidences.



☐ Behaviors

*How students **interact** with students with diverse learning abilities results from what they know and what they believe about those students.*

Student behaviors are actions that can be overtly observed.

What is observed during student interactions provides the most useful information.

It is student behavior, after all, that the teacher is seeking to change.

Educators can design instruction and guide experiences for nondisabled students to reduce real and perceived differences between themselves and their peers with diverse learning abilities.

To design appropriate instruction, teachers must have specific information about the knowledge, attitudes, and behavior of students targeted for instruction.

Useful information, realistic attitudes, and appropriate acquisition of skills will increase opportunities for all students to work together to attain educational goals.



T#4

Informal Assessment Procedures

Interviews

Questionnaires

Direct Observations



2.3 Collecting Information

T#4 Informal Assessment Procedure Page 4 - Trainee Workbook

- ☐ In order to obtain an accurate picture of what students know, feel, and do teachers need to plan and collect information.
- ☐ The following three informal methods are recommended to provide teachers with such information:

Interviews
Questionnaires
Direct observations



T#5 The Interview Process Page 5 - Trainee Workbook

- ☐ See Appendix A, for an example of the interview conducted to determine why Joannie is not included in recess activities.

- ☐ Interviews

A form of conversation designed to obtain specific information.

Interviews are good tools for assessing attitudes.

- ☐ Introduction

If the interviewer does not know the interviewee (student) well it is important to establish rapport with the student.

T#5

The Interview Process

INTRODUCTION

- * Establish rapport
- * Set atmosphere
- * Become familiar

FOCUS

- * Establish a purpose
- * Set direction

PROBES

- * Collect information
- * Clarify responses
- * Discuss issues

CONCLUSION

- * Summarize data
- * Plan instruction

Quinn, C. & Mann, S. (1983). Informal assessment in education. Palo Alto, CA: Mayfield Publishing Co.



Rapport is a relationship marked by harmony, conformity, accord, or affinity (Websters, 1971).

Rapport is usually established in an introductory conversation between the interviewer and the interviewee.

This interchange allows time for the interviewer and interviewee to become familiar with each other without interfering with the specific data collection process.

For example: "We sure have been getting a lot of rain lately."

☐ Focus

In order to provide order and focus, the interviewer should establish the purpose of the interview

A series of short positively stated questions will help the interview remain on focus.

For example: "Susie, as you know, Joannie (a student with severe disabilities) has been a part of our class for a week now. I'd like to ask you how you would feel playing with Joannie during recess."


☐ Probes

The key to the success of the interview is to listen and ask questions.

Probing involves acknowledging the interviewee's response and encouraging a more complete response to obtain more specific information.

For example: "You said that you don't like Joannie. Could you tell me why you don't like her?"

☐ Conclusion

The interviewer summarizes and interprets the information obtained to plan instruction.

For example: Susie does not play with Joannie because she hits and spits.

The teacher plans instruction to reduce Joannie's inappropriate behavior and teach Susie to deal with it.

Questionnaires

Forced choice

Open ended

T#6



T#6

Questionnaires

Page 6 - Trainee Workbook

☐ Questionnaires

A series of written questions designed to gather specific data.

Questions can be forced choice or open ended.



- ☐ A "forced choice" questionnaire provides a number of possible responses from which to make a choice. Example: See Appendix B
- ☐ The open ended format, the respondent must generate a response. Example: See Appendix C
- ☐ Questionnaires can also be used to assess attitudes and knowledge.

Questionnaires can solicit information from students of varying ages and ability levels.

For Students who read the questionnaires can be in written form.

For nonreaders, it can consist of a picture format with directions given verbally to the student (Stainback & Stainback, 1985).



Direct Observations Page 7 - Trainee Workbook

- ☐ Direct Observations

A method that provides a permanent record of student behavior.

- ☐ The following three observation techniques are useful when the teacher is interested in learning about the behaviors that are occurring.

Event recording
Duration recording
Narrative recording

T#7

Direct Observations

Event recording

Duration recording

Narrative recording



T#8

Event Recording

Student: *David*Observer: *M. Smith*

Behavior Observed: *number of peer interactions in computer class*

Date	Start	Stop	Occurrences	Total
10/2	8:15	8:30	100	3
10/3	8:15	8:30	111	3
10/4	8:15	8:30	100 /	6
	X occurrences			4.5 min

INTERVENTION



T#8 Event Recording

Page 8 - Trainee Workbook

- **Event recording** is counting the number of times the target behavior occurs in a given amount of time (the number of peer interactions).

For example: The student to be observed is named at the top of the recording sheet.

"David"

The person who is observing the student is indicated as the observer.

"M. Smith"

The behavior that is to be observed is described.

"The team is interested in how many peer interactions David has typically in computer class."

They are collecting baseline data.

M. Smith will use the same form to continue to collect data after the instructional strategy is implemented"

The date and time period that the observations occur are recorded

"10/1/9- from 8:15 to 8:30 a.m."

Next, number of times (occurrences) the behavior is observed are indicated by tally marks and totaled in the last column.



- ❑ **Duration recording** is measuring the length of time the target behavior last during a specified amount of time.

For example: With duration data the observer is concerned with how long a behavior lasts during a specified amount of time.

The same basic information is listed here as above (student's name, observer, behavior to be observed, and the date).

For example: "This time M. Smith is interested in how long an average peer interaction occurred during the morning computer class".

The exact time the observer starts collecting data and the exact time data collection ends is recorded.

The length of occurrence is then calculated. David's peer interaction during the morning computer class was 2.5 minutes. A space is provided for anecdotal comments.



Page 10 - Trainee Workbook

T#9

Duration Recording

Student: David

Observer: M. Smith

Behavior Observed: number of minutes of interactions in computer class

B A S E L I N E	Date	Time		Length of Occurrence	Comments
		Start	Stop		
	10/15	8:15	8:17	2 min.	initial computer
		8:30	8:41	1 min.	
		X Length unnecessary		2.5 min	

I			
N			
T			
E			
R			
V			
E			
N			
T			
I			
O			
N			

Narrative Recording		T#10	
Student: David	Observer: J. Smith	Before	After
Date: 10/10/78	Time: 10:00 AM	During	
8:15	David quietly sitting at the computer table with his group. He is looking at the computer monitor. Another student with a computer program.		Now, B. said, "I'm helping Alex a group now, and your group another for help".
8:16		David up, walked to Alex, Smith and joined in her game.	Now, B. turned toward David's group.
8:17		He continued to help groups. He did not interact with the group smaller.	
8:20			Now, B. turned to another small a question.
8:21	Now, B. walked toward David's group (she was frustrated with Alex's group).		Now, B. said, and your monitor
8:22		David up and walked to Alex B.	
		He continued to the group. He did not interact with the monitor.	



- ☐ Narrative recording is a written description of an event.

For example: The example that follows is a written description of an event that occurred during the morning computer class.

Narrative recording requires the observer to make a written anecdotal record of the behavior as it occurs.

This involves writing down a chronological listing of events that happen before, during, and after the behavior.

2.4 Design an Assessment



A#1

Design an Assessment Tool Page 11-12 - Trainee Workbook

A#1

Design an Assessment Tool

Directions: Using the Problem Solving form provided and the narrative description of peers, Appendix D, design an assessment tool that will help a teacher or team determine the instructional needs of potential peer tutors. An example is provided in Appendix E.

1. **The Problem/Purpose:** Write the problem in general terms.
2. **Analyze/Clarify the Problem:** Rewrite the problem in the form of a question.
3. **Explore Alternatives:** Brainstorm _____ minutes.

1.	5	Consensus Forming (indicate by 9)
2.	6	
3.	7	
4.	8	
4. **Select a Strategy:** Briefly describe the plan of action.

- ☐ Using the problem solving form provided and the Narrative Description of Peers (Appendix D), design an assessment tool that will help a teacher or team determine the instructional needs of potential peer tutors.
- ☐ An example is provided in Appendix E.
- ☐ Allow 20-30 minutes for teams to complete this activity
- ☐ Teams may share their design with other groups.



3.0 Peer Tutors

3.1 Definition of Peer Tutoring



Peer tutoring is ...
Page 13 - Trainee Workbook

- ☐ *Peer tutoring is one to one instruction on a particular topic or assignment by a classmate or student.*
- ☐ *There are several different ways that peer tutoring can be arranged.*

3.2 Peer Tutoring Arrangements



Peer Tutoring Arrangements
Page 14 - Trainee Workbook

- ☐ *Three peer tutoring systems used in inclusive classrooms include:*

Class wide same age tutors
Cross-age tutors
Peers with disabilities as tutors

- ☐ *A class wide same age tutor is a nondisabled student who is trained to tutor students (with or without disabilities) who are from the same age group.*
- ☐ *A cross age tutors is typically an older students without a disability who are taught to be tutors of another student (with or without a disability).*

T#11

Peer tutoring is ...

one to one instruction on a particular topic or assignment by a classmate or student.

T#12

Peer Tutoring Arrangements

Class wide same age tutors

Cross age tutors

Peers with disabilities as tutors



T#13

Peer Tutor Guidelines

Compliance

Regular attendance

Age appropriate interests

Positive history

Willing to participate

Source: Adapted from Strain, P.S. & O'Brien, S.L. (1996). Peer social interactions: Effective interventions for social skills development of exceptional children. *Exceptional Children*, 62, 503-521.

- ☐ Peers with disabilities as tutors are student(s) with diverse learning needs trained to tutor other students who may be the same age, older, or younger than the tutor.

3.3 Selecting Peer Tutors



T#13 Peer Tutor Guidelines
Page 15 - Trainee Workbook

- ☐ The following guidelines are useful in selecting peer tutors.
- ☐ Choose students who typically comply with teacher (s) requests.
- ☐ Consider the attendance record of students who are potential peer tutors.

Students who are always late to school or who are frequently absent may not be the best choice for a peer tutor.

- ☐ Potential peer tutors need to engage in age-appropriate behavior as they will serve as a role model.

How students with diverse learning abilities are perceived by others has much to do with the activities they perform and the behaviors they exhibit.

- ☐ Potential tutors should have a positive or no previous history with the student.



- ☐ It is also important for potential tutors to have time and extra effort to devote to peer tutoring activities.

This may involve after school time to receive training and feedback sessions.

- ☐ Once the peers have been chosen, the next step is to train them to be tutors.

3.4 Peer Tutor Training



Peer Tutor Training Model Page 16- Trainee Workbook

- ☐ After potential tutors and their training needs are identified, training strategies are designed.

First, the teacher or team needs to design instructional sequence for the task to be taught.

It should be broken down into a series of steps the tutor can follow.

- ☐ It is helpful to script out exactly what the tutor is to say to the student.
- ☐ The script is very specific.

Dialogue is written exactly as the teacher wishes it to occur.

Any directions that the teacher wants the tutor to carry out are included in the script.

See Appendix F for an example.

T#14

Peer Tutor Training Model

Model tutoring

Guided practice

Supervised practice

Training

Evaluation



- ☐ *First a number of questions need to be answered in developing the tutor script.*

1. *What materials are needed?*
2. *How long will the session be?*
3. *Where will the tutoring occur?*
4. *How long will the tutoring session last?*

- ☐ *Model tutoring*

Next the teacher models the tutoring process with the trainee.

The initial phase of modeling by the teacher is important.

It is during this phase of the training that the tutor is shown how to give feedback, deliver error correction procedures, provide practice and instruction, and to take data.

- ☐ *Guided Practice*

Next, the peer tutor practices with the teacher the role of tutor and the teacher becomes the tutee.

The teacher provides feedback and clarifies the tutoring procedure to the tutor.

This is the first opportunity the peer tutor has for practicing the tutoring format.

The teacher provides both positive and negative feedback.



☐ *Supervised Practice*

The peer tutor practices with a capable student who role plays the tutee. The teacher should observe the session and provides appropriate feedback.

This practice provides additional experience to the tutor before the tutoring sessions start with the targeted student.

☐ *Training*

The peer tutor conducts the first training session with the target student.

The teacher should make notes during the observation in order to discuss pertinent information with the peer tutor during the next phase.

The teacher and peer tutor "debrief".

Feedback is given at this time to make any necessary corrections to the instructional sequence.

Questions that pertain to or deal inappropriate and unexpected behavior is also addressed at the time.

Debriefing should continue to take place periodically after tutoring sessions to ensure support and constructive feedback to the tutor.

The teacher continues to periodically observe the tutoring sessions to determine if the tutor needs to be retrained or provided with additional training.

See Appendix F for an example of a tutor script.

It has some basic information needed for the tutoring session such as the materials needed, the session length, where tutoring will take place and the time frame for the tutoring session.

A#2 Peer Tutor Script
Page 17 - Trainee Workbook

- ☐ With team members, choose a task and design a script for a peer tutor session for David (see IEP in Appendix G) or a student your team is working with.
- ☐ An example of a peer tutor script provided in Appendix F.
- ☐ Allow 20-30 minutes for teams to complete this activity.
- ☐ Choose one member of each team to present their group's script at the completion of the activity.

A#2

Peer Tutor Script

Materials:

Session Length _____ Location _____ Time Begin/End _____

Tutor Script:

Reinforcement:

Correction Procedure:

Evaluation Procedure:



4.0 Cooperative learning

4.1 Approaches to Learning

- ☐ *Teachers spend a good deal of time structuring their classrooms to facilitate interactions between students and materials, students and textbooks, and students and curriculum.*

The interactions sometimes overlooked by teachers, however, are the interactions between students and other students.

- ☐ *A teacher's structure for student-to-student interactions impacts on how students learn to work with others, how they feel about working with others, and their self-esteem in team or group situations.*



Structuring Learning Opportunities Page 18 - Trainee Workbook

- ☐ *Three structures to learning frequently used by teachers include:*

*cooperative learning
individualized learning
competitive learning*

The appropriate use of each approach depends on what the teacher want to accomplish.

- ☐ *Cooperative learning is best used when the teacher wishes to pro-*

T#15

Structuring Learning Opportunities

Cooperative Learning

Individualized Learning

Competitive Learning



Cooperative learning is...

instructional method where students work in small, mixed-ability groups and are responsible for their groupmates' learning as well as their own.

T#16

mote positive interdependence among small, heterogeneous groups.

Examples include small group projects or activities.

- ☐ *Individualized learning is used to promote self reliance and independent actions.*

Examples include activities done independently such as homework, and individual projects, presentations, etc.

When demonstration of individual accomplishment is important individual learning strategies are the best to use.

- ☐ *Competitive learning is used when the attainment of a specific goal is desired by an individual.*

Examples of competition include spelling bees, math contests, etc.

- ☐ *Cooperative learning approaches have become widely recognized in the literature as an instructional tool that is beneficial to students with diverse learning abilities.*

4.2 Definition of Cooperative Learning



Cooperative learning is ...
Page 19 - Trainee Workbook



- ☐ Cooperative learning is an instructional strategy where students work in small, mixed ability groups, and reword are responsible for their groupmates' learning as well as their own.

- ☐ Cooperative learning requires teachers to alter the way they organize and manage learning opportunities in their classroom.

- ☐ Cooperative learning is much more than small group work.

Simply allowing students to work together does not ensure that they are working cooperatively.

Key to effective learning groups is systematic planning.

4.3 Designing Cooperative Learning Groups



T#17

Designing Cooperative Learning Groups

Page 20 - Trainee Workbook

- ☐ The following lesson plan structure is useful in designing effective cooperative learning groups.



T#18

Lesson Plan for Cooperative Learning Group

Page 21 - Trainee Workbook

- ☐ This is a lesson plan for a cooperative group activity that includes a student with diverse learning abilities.

T#17

Designing Cooperative Learning Groups

State group lesson goal

Choose students for group membership

Assign roles

State individual goals

Determine material needed

Target interpersonal goals

Collect and analyze data

Comment and make recommendations

T#18

Lesson Plan for Cooperative Learning Group		Student	Grades	Lesson dates	Date
		Group Lesson Goal	Group	Individual Goal	
		Materials		Interpersonal Goals	
				Comments	



T#19

Lesson Plan for Cooperative Learning Group

Subject: English/Spelling Grade: 2nd Lesson date: every Thursday

Group Lesson Goal: Using pre-identified vocabulary words, students will achieve a 30% increase over pretest spelling score

Group	Rule	Individual Goal	Date
1. Mary	helps	correctly spell 10/20 words (50% accuracy)	Pretest = 100%
2. Jonathan	reads	correctly spell 17/20 words (85% accuracy)	Pretest = 90%
3. Cindy	manages	correctly spell 10/20 words (50% accuracy)	Pretest = 80%
4. David	records	point to 10/20 words (50% accuracy)	Pretest = 80%

Materials
vocabulary lists
markers
data sheet
pretest paper

Interpersonal Goals
taking turns
talking quietly
+ reinforcing all group members

Comments
10/15/90 this group is working well
10/20/90 need to change rules



Lesson Plan for Cooperative Learning Group - Group Lesson Goal
Page 22 - Trainee Workbook

- ☐ First, the subject area, grade level, dates of the lesson, and the group lesson goal is recorded.

The goal should be written in observable and measurable terms.

It should include behavior, conditions, and group criteria.

- ☐ Keep in mind, the overall group goal is to ensure that every member in the group has learned.

For example: The subject area is language arts for the 2nd grade. The lesson will occur every Thursday. Using 10 previously identified vocabulary words, students will spell words achieving a 30% increase over the pretest spelling score.

T#20

Lesson Plan for Cooperative Learning Group

Subject: English/Spelling Grade: 2nd Lesson date: every Thursday

Group Lesson Goal: Using pre-identified vocabulary words, students will achieve a 30% increase over pretest spelling score

Group	Rule	Individual Goal	Date
1. Mary	helps	correctly spell 10/20 words (50% accuracy)	Pretest = 100%
2. Jonathan	reads	correctly spell 17/20 words (85% accuracy)	Pretest = 90%
3. Cindy	manages	correctly spell 10/20 words (50% accuracy)	Pretest = 80%
4. David	records	point to 10/20 words (50% accuracy)	Pretest = 80%

Materials
vocabulary lists
markers
data sheet
pretest paper

Interpersonal Goals
taking turns
talking quietly
+ reinforcing all group members

Comments
10/15/90 this group is working well
10/20/90 need to change rules



Lesson Plan for Cooperative Learning Group - Group Membership
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- ☐ Optional membership includes students of high, medium and low task performance ability, communication skills, and social interaction skills.
- ☐ Ethnicity, gender and socioeconomic level is also considered in determining the composition of the group.



- ☐ Typically, effective groups range in size from two to six members.
- ☐ A maximum of six members maintains the element of face-to-face interactions and promotes positive interdependence (meaningful participation from all members).
- ☐ Rotating teams periodically ensures that all students work with all other students in the class.

For example: Mary is an excellent student and works well with other students. She likes to help others.

Jonathan is an average student. He tends to be a little shy but works well with others after he gets to know them.

Cindy is an A student. She is very outgoing and likes to lead.

Mike is a student with diverse learning needs. He likes Mary and works well with her. He and Jonathan sometimes play together.



T#21

Lesson Plan for Cooperative Learning Group - Roles

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- ☐ Cooperative learning activities are

T#21

Lesson Plan for Cooperative Learning Group			
Student	English/Guiding	Guidelines	Lesson Objectives
Group Lesson Goal: Using an identified vocabulary words, students will achieve a 10% increase over pretest spelling score.			
Group	Roles	Individual Goal	Date
1. Mary	helper	correctly spell 10 words (80% accuracy)	November 1, 1998
2. Jonathan	leader	correctly spell 10 words (80% accuracy)	November 1, 1998
3. Cindy	recorder	correctly spell 10 words (80% accuracy)	November 1, 1998
4. David	monitor	point to 10 words (80% accuracy)	November 1, 1998
Materials	Interpersonal Goals	Comments	
vocabulary lists	working time	10/15/98 this group is working well	
markers	working quietly	10/20/98 need to change roles	
data sheet	• comparing all group members		
pen/pencil			



structured so that the group members depend on each other to successfully complete the task.

This is referred to as positive interdependence (Thousand & Villa, 1992).

- ☐ *Positive interdependence requires all group members to coordinate their individual actions to help each other achieve the group goal as well as meeting their individual goals.*
- ☐ *Some common tasks and relationship roles include facilitator, writer or recorder, encourager, and reader.*

Roles depend on the goals and abilities of the group members and change as the objectives and outcomes of the group change and/or evolve.

Changing the roles of the group members distributes leadership responsibilities across members.

For example: The Helper will quiz Cindy on words, the Reader will read the words from list, the Encourage will praise contributions from the group members, and the Recorder will take data on # correct for group members.



Lesson Plan for Cooperative Learning Group - Individual Goals/Data Page 25 - Trainee Workbook

- ☐ To ensure that group members are accountable for their individual learning and their group outcome, measurable individual goals need to be included.

Include the behavior, conditions, and individual criteria that each member is expected to achieve.

- ☐ Teachers need to assess each member's contribution to the group work and provide feedback to strengthen individual skills as well as group outcomes.

For example: Mary will spell the vocabulary words with 90% accuracy.



Lesson Plan for Cooperative Learning Group - Materials Page 26 - Trainee Workbook

- ☐ Next list the materials and resources each member of the group will need to meet individual and group goals.
- ☐ The environment or lesson location should also be considered.
- ☐ Environmental conditions refer to things such as lighting, noise level,

T#22

Lesson Plan for Cooperative Learning Group			
Student: English/Spanish	Grade: 7th	Lesson Date: 09/02/2004	Teacher: [blank]
Group Lesson Goal: Using an identified vocabulary word, students will achieve a 90% increase over previous spelling score.			
Group	Individual Goal	Date	
1. Mary	correctly spell 1000 words (90% accuracy)	09/02/04	09/02/04
2. Jonathan	correctly spell 1770 words (85% accuracy)	09/02/04	09/02/04
3. Cindy	correctly spell 1020 words (85% accuracy)	09/02/04	09/02/04
4. David	point to 870 words (85% accuracy)	09/02/04	09/02/04
Interpersonal Goals		Comments	
talking time		10/15/04, this group is working well	
talking quietly		10/20/04, need to change roles	
reorganizing all group members			
Materials			
vocabulary list			
markers			
data sheet			
peer reviewer			

T#23

Lesson Plan for Cooperative Learning Group			
Student: English/Spanish	Grade: 7th	Lesson Date: 09/02/2004	Teacher: [blank]
Group Lesson Goal: Using an identified vocabulary word, students will achieve a 90% increase over previous spelling score.			
Group	Individual Goal	Date	
1. Mary	correctly spell 1000 words (90% accuracy)	09/02/04	09/02/04
2. Jonathan	correctly spell 1770 words (85% accuracy)	09/02/04	09/02/04
3. Cindy	correctly spell 1020 words (85% accuracy)	09/02/04	09/02/04
4. David	point to 870 words (85% accuracy)	09/02/04	09/02/04
Interpersonal Goals		Comments	
talking time		10/15/04, this group is working well	
talking quietly		10/20/04, need to change roles	
reorganizing all group members			
Materials			
vocabulary list			
markers			
data sheet			
peer reviewer			



T#24

Lesson Plan for Cooperative Learning Group			
Model	Grade	Lesson Objectives	Notes/Teacher
Using pre-identified vocabulary words, students will achieve a 10% increase over pretest spelling score.			
Group Lesson Goal	Individual Goal	Role	Date
Group			
1. Mary	correctly spell 10/20 words (90% accuracy)	helper	Pretest = 80%
2. Jonathan	correctly spell 17/20 words (85% accuracy)	reader	Pretest = 80%
3. Cindy	correctly spell 16/20 words (80% accuracy)	recorder	Pretest = 90%
4. David	point to 20 words (80% accuracy)	recorder	Pretest = 80%
Materials		Comments	
vocabulary lists markers data sheet pretest paper		Interpersonal Goals taking turns talking quietly recognizing all group members Comments 10/15/94 - the group is working well 10/20/94 - used to change roles	

visual and auditory input, physical arrangement of the room or desks, and the accessibility of materials

- ☐ Alternate locations could also be appropriate, (i.e., the library, hallway, outside).



Lesson Plan for Cooperative Learning Group - Interpersonal Goals

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- ☐ In order to effectively work with others in a group, cooperative skills are required.

If students have not acquired these skills, they must first be taught.

- ☐ Cooperative skills are social skills used when working in a group.

Skills typically in elementary grades are staying with the group, sharing materials, taking turn, encouraging others, and speaking in quiet voices.

- ☐ Secondary students may need skill development in active listening, giving compliments, paraphrasing, and resolving conflict without criticizing group members. (Thousand, Villa, & Nevin, 1994).

For example: In this example the teacher is interested in members of the group taking turns, talking



quietly and reinforcing each other.

- ☐ Finally the teacher can record comments that effect the group structure, task, etc.

For example:

10/15/9---this group is working well
10/20/9---need to change roles

- ☐ The teacher can also use this space to record comments concerning individual and group goals.

4.4 Design a Cooperative Learning Group



A#3

Design a Cooperative Learning Group Page 28 - Trainee Workbook

- ☐ With team members, choose a task and design a lesson plan for a cooperative learning group.

Use your group's target student or the example of David (see IEP in Appendix G).

Choose the other members of the group from your class or use the description of peers in Appendix D.

Use the Lesson Plan for Cooperative Learning Groups provided.

A#3

Student _____ Group Lesson Goal _____ Group _____	Grades _____ Lesson Activity _____ Role _____	Date _____ Individual Goal _____ Interpersonal Goals _____ Materials _____	Comments _____
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- ☐ Allow 20-30 minutes for teams to complete this activity.
- ☐ Choose one member of each team to present their groups lesson plan at the completion of this activity.

4.5 Post Test

Optional - See Pre/Posttest Section

Trainer Notes

